

CAIN ELEMENTARY
607 First Street
Darlington, South Carolina 29532

GRADES K-3 Elementary School

ENROLLMENT 443 Students

PRINCIPAL Wanda Odom 843-398-2450

SUPERINTENDENT Dr. Rainey Knight 843-398-5200

BOARD CHAIR Dr. Thelma Dawson 843-398-5200

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	33	57	9	0

IMPROVEMENT RATING:

AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Average	N/A
2002	Average	Excellent	N/A
2003	Good	Excellent	Yes
2004	Average	Average	Yes

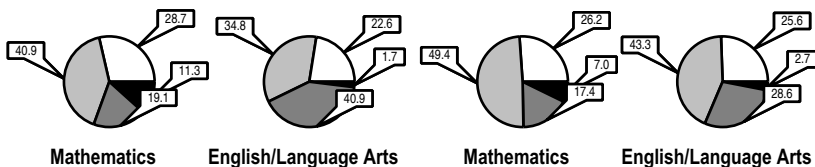
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

2.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	124	100.0	22.6	34.8	40.9	1.7	53.9	Yes	Yes
Gender									
Male	65	100.0	23.3	31.7	45.0	0.0	51.7		
Female	59	100.0	21.8	38.2	36.4	3.6	56.4		
Racial/Ethnic Group									
White	31	100.0	14.3	32.1	50.0	3.6	64.3	I/S	I/S
African-American	90	100.0	24.7	36.5	37.6	1.2	50.6	Yes	Yes
Asian/Pacific Islanders	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	101	100.0	18.3	36.6	43.0	2.2	59.1		
Disabled	23	100.0	40.9	27.3	31.8	0.0	31.8	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	124	100.0	22.6	34.8	40.9	1.7	53.9		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	124	100.0	22.6	34.8	40.9	1.7	53.9		
Socio-Economic Status									
Subsidized meals	96	100.0	28.7	33.3	36.8	1.1	49.4	Yes	Yes
Full-pay meals	28	100.0	3.6	39.3	53.6	3.6	67.9		

Mathematics - State Performance Objective = 15.5%									
All Students	124	100.0	28.7	40.9	19.1	11.3	43.5	Yes	Yes
Gender									
Male	65	100.0	30.0	38.3	20.0	11.7	41.7		
Female	59	100.0	27.3	43.6	18.2	10.9	45.5		
Racial/Ethnic Group									
White	31	100.0	32.1	32.1	25.0	10.7	53.6	I/S	I/S
African-American	90	100.0	27.1	43.5	17.6	11.8	40.0	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	101	100.0	20.4	43.0	23.7	12.9	50.5		
Disabled	23	100.0	63.6	31.8	0.0	4.5	13.6	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	124	100.0	28.7	40.9	19.1	11.3	43.5		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	124	100.0	28.7	40.9	19.1	11.3	43.5		
Socio-Economic Status									
Subsidized meals	96	100.0	28.7	43.7	16.1	11.5	39.1	Yes	Yes
Full-pay meals	28	100.0	28.6	32.1	28.6	10.7	57.1		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	121	99.2	26.3	40.4	33.3	N/A	33.3
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	124	100.0	22.9	36.4	39.0	1.7	40.7
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	121	100.0	27.0	35.7	28.7	8.7	37.4
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	124	100.0	30.5	39.8	18.6	11.0	29.7
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 443)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	4.9%	N/A	3.7%	2.7%
Attendance rate	96.8%	Up from 95.4%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.8%		5.7%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	4.8%		4.3%	3.5%
Eligible for gifted and talented	4.7%	Up from 0.8%	9.7%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	7.6%	Down from 7.9%	9.5%	8.2%
Older than usual for grade	0.9%	Up from 0.4%	1.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n= 31)				
Teachers with advanced degrees	51.6%	Up from 51.5%	45.7%	51.4%
Continuing contract teachers	90.3%	Up from 78.8%	87.0%	87.5%
Highly qualified teachers**	100.0%	N/A	95.0%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	91.2%	Up from 89.2%	86.1%	86.7%
Teacher attendance rate	93.1%	Down from 95.7%	94.6%	94.9%
Average teacher salary	\$42,776	Up 2.9%	\$39,915	\$40,760
Prof. development days/teacher	14.4 days	Up from 13.1 days	13.1 days	12.4 days

School

Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	20.3 to 1	Up from 19.0 to 1	18.0 to 1	18.9 to 1
Prime instructional time	88.4%	Down from 89.6%	89.5%	90.0%
Dollars spent per pupil*	\$6,140	Up 0.5%	\$6,191	\$6,044
Percent of expenditures for teacher salaries*	68.3%	Up from 67.0%	65.0%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.7%	Up from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	90.7%	92.0%
Highly qualified teachers in high poverty schools**	94.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The faculty and staff of J. L. Cain Elementary School believe that providing a stimulating environment that activates the students' interest in all aspects of academic and social growth is our number one priority. We continue to motivate our students to reach their fullest potential with the help of our parents and community members as our educational success partners. We believe that parenting workshops, Principal's Chats, weekly progress reports, PTO meetings, monthly newsletters, parent volunteers, and the School Improvement Council are critical to the process of learning and acquired skills necessary for a lifetime of continuous learning and individual student growth.

At J.L. Cain we envision our students as "Champions." Each day we challenge them to be the best anywhere. Our goal is to serve, challenge, and empower them to succeed and make a difference in their world, in and out of school.

J.L. Cain Is a Title I School that begins each day by asking, "What can I begin doing today that would allow me to better serve my students and parents?" We believe that in order to serve our students and parents well we must give more than anyone would expect us to give and without reservation. We agree that teachers must be provided good staff development opportunities in the core subject areas, utilizing best practice strategies. The focus of our curriculum is collaborative learning, literacy groups, problem solving, technology, Thinking Maps, balanced literacy, spiral math, preventive discipline, character education, and mastery of the South Carolina standards.

In pursuit of our goals, J.L. Cain's students and parents participated in many service learning projects such as: collecting cans for the burn center, collecting canned goods for needy families, collecting pennies for leukemia, Math-A-Thon, and the Samaritan's Purse. We also participated in the district-wide art contest, the Governor's Reading Program, the Governor's Citizenship Award Program, Terrific Kids, Students Taking a Stand Against Drugs, and Keep America Beautiful.

To help our students learn to enjoy the full educational process, we offer extra-curricular experiences such as: musical performances, field trips, after-school programs, Book Club, Art Club, chorus, motivational speakers, Character Education programs, artist in residence, field day and May Day activities.

Cain Elementary received the Palmetto Gold & Silver Award for outstanding academic improvement. As a result we will be highlighted in the September 2004 issue of the Palmetto Gold & Silver newsletter. We are proud of this accomplishment, and we will continue to invest in our future and to grow "Champions" at Cain Elementary by serving and meeting the individual needs of our students, parents, and community members.

Wanda Odom, Principal

Kimberly McInville, School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	32	109	61
Percent satisfied with learning environment	96.8%	86.8%	86.9%
Percent satisfied with social and physical environment	90.6%	86.8%	86.9%
Percent satisfied with home-school relations	64.5%	85.2%	78.3%

*Only students at the highest elementary school grade level at this school and their parents were included.